TEACHER RATIONALIZATION STUDY: EQUITY AND EFFICIENCY ANALYSIS IN GHANA’S PUBLIC PRIMARY SCHOOLS

USAID PARTNERSHIP FOR EDUCATION: EVALUATING SYSTEMS

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PURPOSE OF THE STUDY

• Demand-Driven Study

• To produce evidence-based recommendations to enable the MOE and GES improve and implement policies related to the rationalization, deployment, and retention of teachers in line with Ghana’s LOI policy
METHODOLOGY

National Situation Analysis (September 2017-February 2018)
• Analysis of existing datasets such as EMIS, IPPD, EGRA and SRC.
• Interviews with key stakeholders and policy makers.
• Present initial findings to Teacher Rationalization Study Working Group (TRSWG) and finalize plan for regional data collection.

Regional Study (September 2018-October 2018)
• In-depth district case-studies to examine context-specific issues and challenges
• Interviews with district and circuit officials, as well as head teachers and teachers.
• Collaboratively develop set of short- medium- and longer-term recommendations with TRSWG based on report findings.
INITIAL NATIONAL LEVEL KEY FINDINGS

1. Pupil-Teacher Ratio (PTR) and Class-Teacher Ratio (CTR) figures at the national level mask severe inequities and inefficiencies in teacher resourcing at the regional and district levels.
Regional level PTR Inequities

Average Pupil to Teacher Ratio, by Region, Primary Only

- Northern
- Upper East
- Upper West
- Greater Accra
- Western
- Total
- Central
- Volta
- Brong Ahafo
- Ashanti
- Eastern
District Level Inequities
SY 16/17 KG & Primary PTR, by District

- **Acute Surplus (<15:1)**
- **Mild Surplus (15:1-25:1)**
- **Near Target (25:1-35:1)**
- **Mild Shortage (35:1-45:1)**
- **Acute Shortage (>45:1)**
Intra-District Efficiency

Inefficiency: Districts that contain schools with BOTH acute shortage and acute surplus so teachers can be redistributed within the district to meet target PTR

The dark shared areas are districts that are inefficient in teacher deployment.
The TRS report goes more in-depth into the following findings. These are initial findings that will be further investigated in the Regional Study.

2. Teacher Shortage—Rural & Underserved areas
   - Shortages of teachers in rural and underserved areas are largely due to lack of social amenities, inadequate facilities, poor condition of service and the perception that the teaching profession is not attractive.

3. Inadequate Policies & Procedures
   - Policies and procedures on teacher deployment and retention are understood differently by managers of education.

4. EMIS Data
   - EMIS has rich data available for analysis. The study identified key areas for further improvement (missing data, difficulty when integrating with other data sources).
WHAT NEXT?

Building on the national findings, the regional analysis will go more in-depth to examine context specific issues that emanated from the national situation analysis report.

- **September 2018 to October 2018**
  - Conduct Case Studies in 10 selected districts

- **December 2018**
  - Develop Final Report, policy recommendations, and dissemination

- **Ongoing**
  - Utilization of Results: TRS Working Group training on presenting TRS Study results and policy change advocacy
End of Presentation.

THANK YOU

QUESTIONS?

Access the draft report